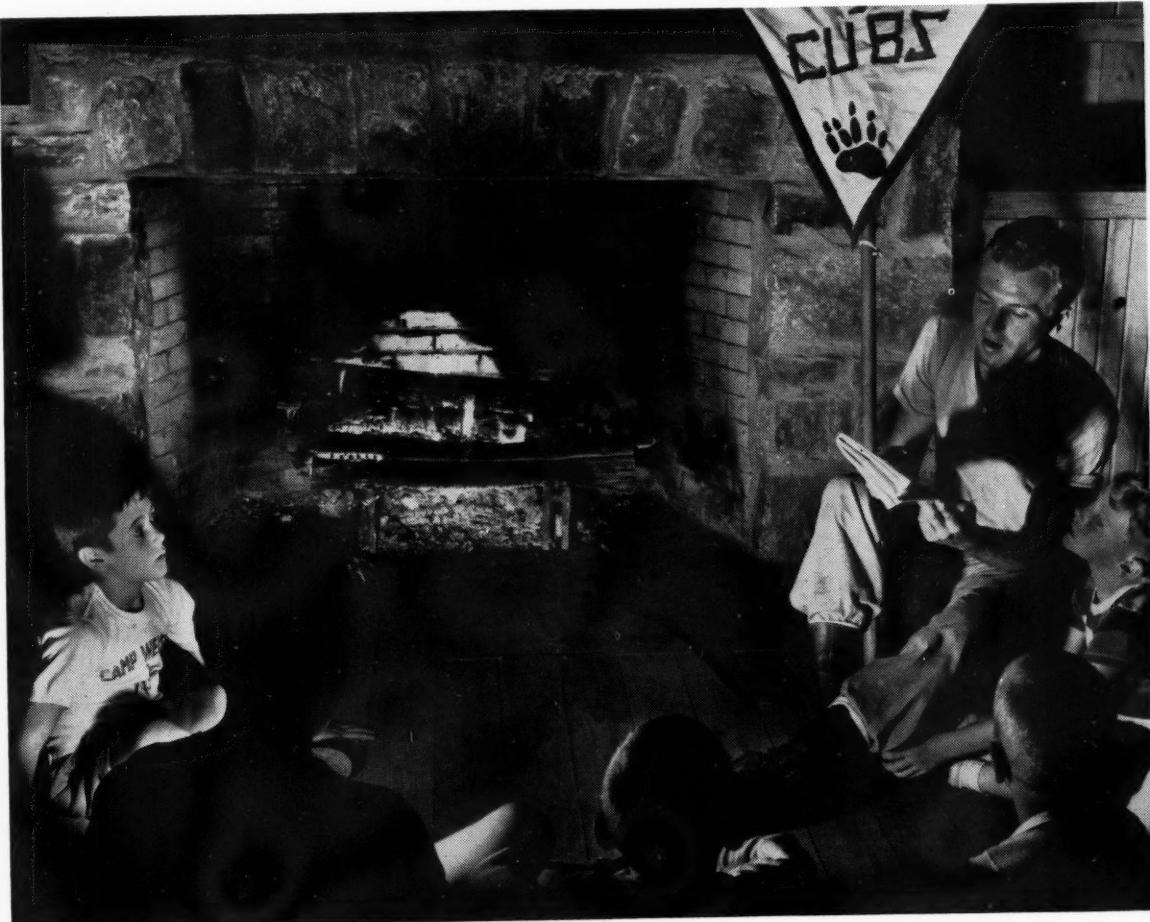


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# CAMPING MAGAZINE

OFFICIAL PUBLICATION - AMERICAN CAMPING ASSOCIATION



More from Crafts • New Standards • Prize  
Food Service • Aquatic Courses

May, 1950

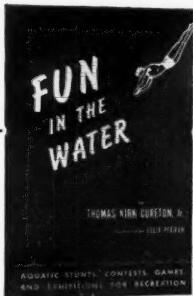


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# CAMPING

Since 1926 the Official Magazine of the American Camping Association.

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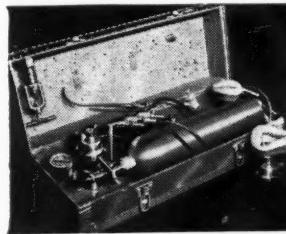
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# How to get MORE from Your Craft Program

By Eleanor Tinsley

Program Coordinator  
Camp O-Tahn-Agon

WORKING FACILITIES and time allowed for crafts on most camps' daily programs are definitely at a high level. Usually, too, there is high camper participation in crafts as they are offered. This was indicated in a recent survey of handcraft programs in a representative group of summer camps, made by the writer in obtaining data for a masters thesis.

However, it was also indicated that these programs were lacking in efficient operation. Directors and counselors expressed desire for help, particularly in mechanics of operation, securing adequate counseling staff, obtaining good resource material, and program planning. It is my hope that this article can serve to answer some of the questions that are asked about setting up and operating a creative handcraft program in summer camps.

Most directors find that skillful leadership in crafts is difficult to obtain. However, with increased interest in handcrafts over the nation in the last few years more colleges and art schools are now offering work in the crafts. To achieve a truly creative handcraft program in camp it is often desirable to find counselors from the group of college or professional school upper-classmen or graduates with majors in applied design or related art, and some course work or experience in handcrafts.

Previous experience in camp as camper or counselor is very helpful in giving the counselor background to aid in integration of the craft program with the total program. Since people with all these qualifications are rare indeed, the need is urgent for a number of pre-camp handcraft counselor training courses throughout the country. Handcraft skills could not be taught in these

short term courses. They should serve mainly as a means of orienting craft counselors and their skills to the camping situation, giving techniques and ideas for using crafts at camp. Indications are that several such courses will be offered in New England, and possibly elsewhere this year.

Educators have set 25 to 30 pupils per teacher as the ideal class size for a school situation where most of the group are taking part in similar activities. In a campcraft shop, where everyone may be working on a different project, it is desirable that each counselor have no more than 12 campers to assist in their work. The craft shop should be open at least three hours a day, with sufficient counselors in attendance to maintain the ratio of one counselor to 12 campers. This will insure maximum individual help and, as a result, greater accomplishment in a short period of time for the campers.

To avoid school-like regimentation and repeating school activities, the most workable plan I have found is to let campers work at random on different individual craft projects. Choice of projects should be skillfully guided by the counselor's judgment of each child's ability. Counselors should allow a camper to undertake a project only if the counselor has done it himself at some time, and should never experiment on a camper's project.

Many youngsters of 11 or 12 and older are so artistically inhibited they do not enjoy creating completely original designs for their craft work. Yet, if they are allowed to fall back on copying ready-made designs, any hope for a creative craft program goes out the window. By showing campers how to adapt a design — change parts and add some original details to make it

their own — and by encouraging them to help plan the pattern or structural design of projects they will derive great benefits from these creative experiences and soon discover the fun of creating original designs.

Campers can best learn about design by being exposed to examples of good design in the craft shop. Frequently-changed bulletin boards, carefully designed samples of possible craft projects prepared by counselors, and a well-selected group of reference materials can be influential in showing good design to campers.

For reference materials, a library of five to seven good general books on handcraft techniques in all areas is sufficient. However, these should be supplemented by a loose-leaf portfolio collection of design and project suggestions clipped from newspapers and mounted on oaktag for easy handling. Recommended for all camp libraries as a core of reference books on crafts, techniques, and design are:

DESIGN APPROACH TO CRAFTS, by Harriet Knapp. Holden Publishing Co., Springfield, Mass., 1945. \$3.50.

ARTS AND CRAFTS FOR THE RECREATION LEADER, by Frank Staples. National Recreation Association, New York City, 1943.

EVERYBODY'S HANDICRAFT HANDBOOK. The Progress Press, Washington, D.C., 1946, \$2.00.

EASY CRAFTS, by Ellsworth Jaeger. MacMillan Company, New York, \$1.95.

USE OF NATIVE CRAFT MATERIALS, by Margaret E. Shanklin. Charles A. Bennett Co., Peoria, Ill., 1947, \$2.00.

Additional recommendations for boys' camps:

INDIAN AND CAMP HANDICRAFT, W. Ben Hunt, Bruce Publishing Co., Milwaukee, 1938.

HANDICRAFT, by Lester Griswold,

*Colorado Springs, Colorado, \$3.00.  
Girls' camps:*

*CREATIVE HANDS, by Doris Cox and  
Barbara W. Weismann. John Wiley and  
Sons, Inc., New York City, 1943. \$4.25.*

*ARTS AND CRAFTS WITH INEXPENSIVE  
MATERIALS, by Chester G. Marsh, Girl  
Scouts, Inc., New York City, 1941.*

In order to insure continued progress and maintenance of high standards in your craft program from year to year a few records are desirable. These will serve to acquaint new counselors with the equipment and type of program that was most successful in previous years. Returning counselors find their previous summer's records a refresher in what was carried out, and what areas can be improved.

Three different kinds of records are suggested:

A year to year inventory of tools, materials, and supplies;

Individual record card for each camper of craft projects made — to include name of project, cost, and comments about the campers workmanship, ability, and attitude; and

Counselors' final report of the activity.

These record forms were developed through use and have proved extremely satisfactory where used. Specific suggestions for the first two of these records are shown in the accompanying illustration.

The counselor's final report of the summer's work should include in narrative or outline form:

1. Percentage of participation of total camp enrollment in crafts;

2. Use of craft facilities by other camp activities;

3. Popular projects — general success in carrying them out;

4. Unpopular projects — possible reasons for unpopularity;

5. Suggestions for improvement of building and fixtures, additional equipment, staff, reference material.

By having well worked out mechanics of organizing and operating the craft program in your camp, the full attention of director and counselors can be given to integrating crafts with the total camp program. Only by this integration can one of the essential objectives of handcrafts in camp be gained — providing a source of ideas and materials to enrich additional camp activities. When this objective is achieved, handcrafts can and will become one of the most vital parts of the total camp program.

## "He's MY Worm —

## And I LOVE Him!"

*By Emily Welch*

**A**LITTLE NEPHEW of mine came across a small worm just as he was about to drive back from the country to his apartment-house home in the city. He put it in a glass jar and insisted to the point of tears upon taking it home with him. His mother demurred. But to all her arguments that in an apartment the worm would have no food and no place to crawl, etc., etc., his one reply that was final for him was, "He's my worm and I love him."

Two recent incidents have helped crystallize a growing feeling of mine that we camp directors are prone to feel about our camps as the little boy did about his worm. Our camps are *our worms* and we love them. I'm afraid we add subconsciously to ourselves "and don't you dare to change them!"

Last year, I was responsible for the Camper meeting at the New York Regional Convention. I was expected to sit in on the side lines and report to the larger group *later*. The discussion was spirited, sometimes even more than Spirited. The boys and girls stated their own camp point of view vociferously. *But* it was invariably an emphatic report of "what we do at our camp." It was never followed with the question, "What do you think of it? Have you a better way to suggest?"

They were there to tell the rest of us, and good and bad practices in camp program were defended with equal fervor. I doubt if any camper left the meeting with the thought, "Let's try what that other fellow talked about at our camp." And the thought uppermost in my mind was that *any* camp director can sell *any* kind of camping, good or bad, to his campers if he is a good enough salesman.

The second incident occurred more recently. At another meeting a camp director stated what she did at her camp. It was evident at once that many people disagreed with her point of view. Her response was "It suits us."

Well, what does all this add up to? It seems to me that it places the re-

sponsibility for developing better camping squarely on the shoulders of the directors themselves. The fact that our enrollment keeps up and that our campers like the camp is not the real criterion. They may never have known anything better. Nor is it final that our practices seem to meet our needs at the moment.

Several years ago a director wrote me (and more power to her!), "I've never had any criticism of my program but I'd like to talk it over with a disinterested person because it will help me to justify it or improve it." She was not content to say "Yes" to the question, "Is it all right?" Rather she wanted to know, "Is it the best we can give?" It would be wholesome for us all to follow her example.

There is a good way of checking ourselves. After we have heard a fine speech at a camping association meeting or have read a challenging article in *CAMPING*, do we sit back smugly and think about the things we do that the speaker or writer has approved? It's quite natural to do this, as we all know. Our egos need constant bolstering!

But this is not enough. In addition we should honestly try to evaluate our program in the light of what has been suggested that we do *not* do and satisfy ourselves that our reasons for a different course are good. All the valuable research that is being done under the auspices of the American Camping Association is ours for the asking and some of it will give us a jolt. But there is nothing so healthy for good, clear thinking as a jolt that will "stab our spirits wide awake."

Yes, they are *our worms*, and we love them just as they are. They are the creatures of our imaginations. They have meant hard work, sometimes heart-break, always big and little difficulties. They have meant, too, great satisfactions. But the perfect camp is still in the future and beckons us on. We have a long way to go, but as we develop better worms, the road will surely shorten.

**Money Sparse • Space Limited • Cabin Arrangement Poor: BUT—**

# We Wanted to Decentralize— And We DID!

*By Marion Marshall and Margaret M. Robertson*

Elizabeth McCormick Memorial Fund, Chicago

There are many kinds of "unit systems." This article describes how one camp, believing in the principle of camp decentralization but faced with the problem of a camp built along centralized lines, solved its problem and instituted a unit program which may be found useful by other camps facing similar situations. —Editor.

**W**E HAVE 120 girls from 10 to 16 years of age who stay at camp for two or three weeks, and we're interested in seeing that each of them has a creative experience in group living. We want an atmosphere of healthy activity, with plenty of opportunity for participation and leadership on the part of the girls. But we also want those girls who are less ready for camp — immature or poorly adjusted — to be able to enjoy camp at their own level without being a drag on the others.

This seems like a big order, particularly when one views our camp site. Cabins are crowded close together and we have very small acreage. But we like the fact that our cabins accommodate eight girls apiece since that seems an ideal size for a cabin group. We decided to group them into units of three or four cabins using school grade rather than age as the criterion for the units.

The grouping is purely in the minds of staff and campers and in the way we work, for there is no physical separation between units. To each unit we assign a unit leader and as many counselors as there are cabins. The counselors in each unit must have a variety of skills, and must be able to work closely with each other. The unit staffs,

plus a head counselor, make up our program or counseling staff. The head counselor's job is an important one, for it consists of coordinating the program of the units, working with the camp council, and assisting the director in the supervision of staff.

We decided that the only things which needed to be scheduled in advance were those activities related to the health or safety of campers — such as cleanup, rest, and meals. Even these can be varied on occasion. Within this framework, the unit staff and campers plan their own program. This is how it works.

When campers arrive, they go with their counselor (who already knows the names and something about each girl in her group) to their cabin, get settled and explore camp. The counselor helps them get acquainted with their cabin mates and tells them the things they want to know about camp and its activities. After supper all those from a unit meet together to get acquainted; the unit leader explains how program can be planned and tells about some of the things which can be done. From this the group plans its activities for the first day or two.

A first day for one of the younger units might go something like this. After cleanup, boating for those who want it and crafts for others; swimming later in the morning for the whole unit; lunch, rest hour, swimming; a volleyball game for those who want to play while the others pack for a simple supper cookout. Later the unit will divide into groups to gather firewood, build the fire, bring the food to the campfire site, etc. The meal will probably take quite a while since this will be the

first experience in cooking out, but there may be time for some games and songs around the campfire before bedtime. Each counselor is available to her own cabin members throughout the day and is always with them alone for bedtime preparations.

It sounds like a pretty typical camp day. *The most important thing about it, however, is the way the counselors are scheduled.* The unit leader is responsible for seeing that it works out smoothly. In the morning, two counselors may be assigned to boating, to help children pass boating tests and to give instruction to new rowers. Another will be assigned to work with the girls in crafts, and the fourth will be assigned as "floating" counselor.

This last is just as important and probably much more difficult than the activity assignments. The floating counselor keeps an eye peeled for the girls who don't like either boating or crafts, who don't know which they prefer, or who are too timid to try either. It is this counselor's job to talk with these girls, encourage them to take part in one of the planned activities or to do something with them which is more to their liking.

It may be that she will go with one girl to boating, help her get acquainted with two other campers who are waiting for a boat and stay until the three are happily launched on their journey. Or she may play ping pong with a youngster who finds the other activities too strange. *Her main interest is to see that each girl is having a happy experience which will help her gain in interest, skill, or self confidence so that she will be better able to enter into things with the other campers.* If all are par-

ticipating, the floating counselor helps out where she is most needed.

A good deal of thought goes into the decision as to which counselors will carry each activity. In addition to the particular skills they have, consideration is given to the needs and interests of each cabin group. The counselor of the Daisy Cabin may ask the unit leader to assign her to boating, because most of her girls like boating and little Janie, who is very shy with the girls, is likely to go to whatever activity her counselor is in charge of.

During swimming the counselor of the Blue Bell cabin may want to be floating counselor because several of her girls can't go in the water and she hopes to interest them in some dramatic play. Sometimes a whole cabin wants to do something on its own, and this is scheduled in the same manner as all other activities.

As the camp period progresses, the children become more aware of facilities and gain skill and interest in certain activities. They may plan further ahead or for more elaborate projects than they would have thought of the first day, including many trips out of camp to farms and other spots suitable for cooking and sleeping out. As the counselors get to know the children, they encourage certain activities aimed at meeting particular needs they have observed.

Such a program requires unit meetings nearly every day and brief unit staff meetings daily. In addition, all unit leaders meet daily with the head counselor to clear on space and equipment needed, and on plans affecting more than one unit. The head counselor keeps a master sheet telling what is going on in all sections of camp. Each unit leader knows what the other units are planning, and the head counselor knows where special help may be needed. Occasionally there must be some switching of counselors among units because of days off or because a counselor with a special skill is needed by a unit other than her own.

But not all program is on a unit basis. Each cabin elects a representative to the camp council, and this group plans all-camp programs according to the wishes of the campers they represent. Between daily council meetings, council members talk over plans with their cabin mates. The cabin groups make requests about all-camp programs, tell their representatives what part they would like to take in the preparation of all-camp affairs, and give them the



## Gadget Simplifies Camp Painting

Using an electric drill from the camp's maintenance shop and a piece of stiff wire bent back and forth, the problem of mixing paint was handily solved by Harold Nelson, caretaker at Camp Manitowish.

Paint stirring by the old wood-stick-and-elbow-grease method is tiring, time-consuming and inefficient. But with Nelson's gadget he can thoroughly mix a gallon can of paint in 90 seconds flat, with practically no effort.

Try this one on your painting problems!

"go ahead" signal on plans the council proposes. The council sets the days for special affairs far enough in advance so that the unit groups can keep them in mind in planning their programs.

We have found that this type of programming makes greater demands upon staff than a more formalized program, but the values derived from it make us feel that it is entirely worth the extra effort. We find it necessary to have frequent staff meetings of an educational nature. We hold ours twice a week, and keep out routine items as much as possible. Some of the topics discussed last year were: camp objectives, use of activities to meet special needs, camper-counselor relations, working with the disturbed child, record writing, sex education and its place in camp, religion in camp, and how to stimulate new experiences.

In addition to staff meetings, each counselor is supervised by either the director or the head counselor. She has a conference each week during which she can discuss her progress with her group and problems she finds in working with them or with other staff members. Whenever necessary, group conferences are arranged when the director, head counselor, camp consultant\* and one or more counselors from a unit discuss a difficult cabin situation or a child who needs special help. This was possible because of the size of the them in mind in planning programs.

We have found that this type of camp planning is well suited to reaching our

objectives, although we realize it is not suited to every type of camp. The girls are able to form a close relationship with one counselor and a small group of children their own age, the cabin group. They are able to enlarge their acquaintances with both staff and campers in their units or in the camp as a whole, finding friendships with those who share similar interests.

According to the needs of the particular campers there may be emphasis either on participation with the cabin group or with others in the unit. The girl who has difficulty in finding her place in camp is offered attention from her own counselor or another, whichever is indicated. Those girls ready to take leadership in camp affairs can participate in the planning or preparation of all-camp programs or can voluntarily take part in special camp activities, such as newspaper or choir. We find the girls taking part in a greater variety of activities and exhibiting sustained interest in projects which require real planning and cooperation. We believe the planning in units and through the representative camp council is a first-hand and very meaningful experience in democratic living.

In short, we like the unit system — and our campers like it, too!

\*The Social Work Consultant Project on Camping offered consultant service to this camp with the purpose of helping them give more effective service to individual campers. The consultant visited camp once or twice each period.

# New ACA Standards

Among the many topics covered at the recent ACA National Convention at St. Louis were new standards in the area of personnel and program, which were adopted for the Association. These were as follows:

## I. PERSONNEL

A. The camp staff should be adequate for the maintenance of the camp, for the care, protection, and education of the campers, and for business administration. There should be a ratio of at least one adult counselor to every eight children eight years of age and over and one to every six of those younger than eight years. (This ratio is exclusive of administrative staff, and junior counselors or counselors-in-training.)

B. All members of the program staff (exclusive of junior counselors or counselors-in-training) should possess the following qualifications:

1. Emotional maturity.
2. Good health and vitality.
3. Enjoyment of out-of-doors living.
4. Liking for children and the ability to understand the needs of the campers and to place the needs of the campers and the camp ahead of personal desires.
5. Ability to work as a member of a group.
6. Interest in contributing to the achievement of the objectives of the camp.
7. Particular skills and abilities for the specific responsibilities they are to carry.
8. Good moral character and integrity.
9. Two years of college education or the equivalent in experience significant for camping.

All counselors should be at least 19 years of age, and the average age should be considerably higher.

C. The camp director should have, in addition to the qualifications under "B" the following qualifications:

1. Education and experience
  - a. At least two years staff experience in an organized summer camp.
  - b. Experience in group work, education, and administration.
  - c. Graduation from a college or university or equivalent educational background.
2. Personal qualifications
  - a. Age of 25 years or over.
  - b. Maturity of judgment.
  - c. Skills in the group process.

- d. Sense of responsibility, resourcefulness, initiative.
- e. Ability to work cooperatively with staff and campers.

D. The camp should have carefully prepared job descriptions for all types of positions.

E. The camp should utilize the best known techniques for the selection of staff members, such as application blanks, personal interviews, references, and objective tests in the areas of personality, interests and skills.

F. The camp should have a pre-camp and in-camp training program for counselors. A minimum of three days is recommended. It should also encourage members of the staff to become members of the ACA.

G. The camp should have written personnel policies covering such matters as remuneration, time off, written job descriptions, relationships, appraisal, conditions for re-employment, personal conduct, etc.

H. All staff members should receive a letter or written contract stating specifically the conditions of their employment.

I. There should be sufficient continuity in the staff from year to year to give stability and cohesion.

J. There should be an organization or other channel through which staff members may readily express themselves on matters of camp policies and regulations, including those that affect themselves.

K. Staff members should be free from responsibilities at least two hours every day and also for a block of consecutive time, preferably twelve hours, every week.

L. The living arrangements and/or other facilities for staff members should permit a reasonable degree of freedom and privacy (from campers.)

## II. PROGRAM

The camp program should afford an opportunity for the campers to participate in a creative outdoor group experience in a democratic setting and provide for the development of each individual.

A. The objectives of camp should include:

1. Experience in outdoor living.
2. Fun and adventure.
3. Social adjustment — for example, the development of independence and reliability, ability to get along with others, and training in team work.

4. Development of understanding between groups and individuals of varied backgrounds.

5. Improvement of health.

6. Development of skills and appreciations, particularly as related to the out-of-doors.

B. The program should be so planned and executed as to lead to the achievement of the general objectives of camping and the special objectives of the particular camp. Essentially the program should be related to the central theme of living together out of doors and learning to enjoy the out-of-doors in its various manifestations.

C. Within the general framework of the program there should be opportunity for cooperative planning of activities by campers and camp staff and an opportunity for some choice of activities by individual campers.

D. The program should provide opportunity for individual activity, for rest and quiet, for small-group activity, and for community occasions involving the whole camp.

E. The pace, pressure, and intensity of the program should be regulated so that the campers will have time for leisure and can participate in activities of their own will and at their own tempo.

F. Camps designed to offer a general program in camping should include a breadth of situations in which the campers will have an opportunity

1. to acquire a feeling of competence and to enjoy himself in the natural outdoor setting through acquiring efficiency in camp skills, such as swimming, canoeing, woodcraft, trips, and other activities common in the camp life;
2. to participate in cabin-group projects and construction work, dramatic productions, music, special events and ceremonies, and other social activities;
3. to help in the maintenance of the camp;
4. to increase his knowledge and appreciation of the world in which he lives.

G. The tent or cabin camper group should be small (not more than eight in number for children eight years old and over, not more than six for younger children) and should have an adult counselor.

H. Supervisory and living units or sections should be organized on a homogeneous basis (age or otherwise) and should consist of not more than 40 campers.



# Would You Win A Prize For Your Camp Food Service?

**This Camp did, and pointers on management in this article are sure to interest and help you.**

**By Merrill J. Duran**  
Director, Camp Conrad Weiser

CAMP DIRECTORS have long realized that the food-service operation represents one of the largest items in their total camp budget. They have also recognized that proper management will result in better recognized that proper management will result in better food service and ultimate economies affecting the entire budget. That is why it is true that the cost of food service is not always an accurate barometer of the quality of meals served. Therefore it behooves each camp director to assume personal responsibility for the over-all intelligent management of his food service program. This responsibility requires not only knowledge of purchasing and handling the food, but also of methods of serving and dining-hall procedure.

At a recent National Hotel and Restaurant Show, Camp Conrad Weiser for boys was presented an award of honorable mention as a participant in the Third Annual Food Service Contest sponsored by *Institutions* magazine. Competing with more than 1,000 mass feeding establishments throughout the nation, Camp Conrad Weiser was the first boys' camp in the United States to receive such an award in this type of competition. This award was based on efficiency and sanitation in food preparation and service combined with excellent equipment and layout. The camp is operated by the Reading YMCA and located in Wernersville, Pa.

Camp Conrad Weiser was completed in the summer of 1947. Into its planning and development went the thinking

of many camping leaders. Julian Salomon, camp planner, supervised the early development of the project. Nathan Straus-Duparquet, New York City, planned the design and layout of equipment. Muhlenberg Brothers, architects of Reading, Pa., directed the structural building. The camp is built on a mountain-top and designed on the unit plan. It has an average capacity of 170 boys and 45 staff members, making a total camp family of approximately 220.

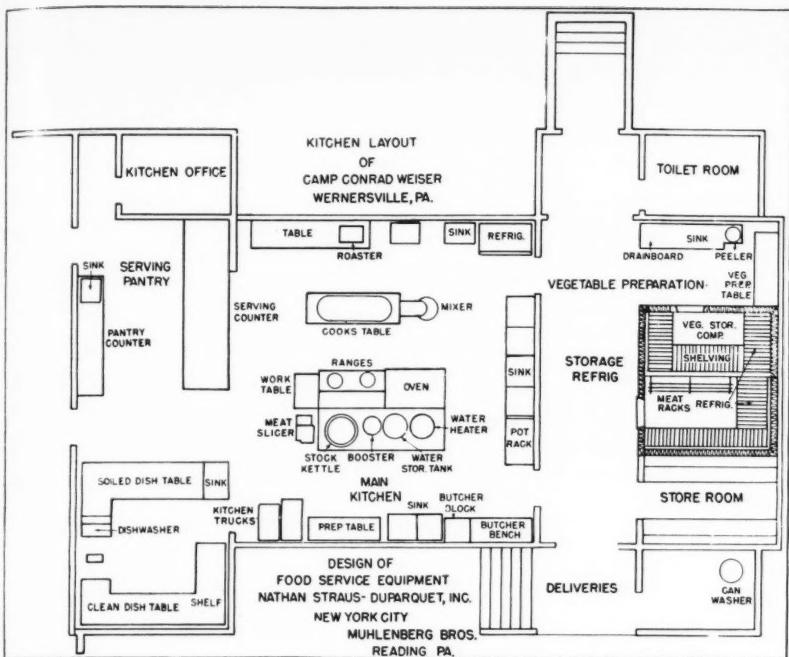
In addition to the dining hall and food service layout, which was constructed at an estimated cost of approximately \$70,000, the camp comprises six villages with unit lodges, lavatories and wash-house, athletic fields, rifle range, swimming pool, camp chapel, council ring, and a modern infirmary.

The food service staff comprises a head chef, assistant chef, four kitchen helpers and a dining-hall steward. These men are all full-time kitchen workers. The entire kitchen crew serves under the direction and supervision of the camp chef.

It is important that there be a clear understanding between the camp director and the chef as to the over-all responsibility for the food-service program and the chef should work in close cooperation with the director.

In view of the fact that many camps use older campers as supplementary help in the kitchen, it is well to have a training program and to make absolutely certain there is no misunderstanding of duties assigned. The camp chef must follow through on supervision of details, or the situation can get





*Floor plan of Camp Conrad Weiser kitchen shows effective arrangement of storage, preparation and serving departments*

out of hand. Through this process the chef should develop a loyal camp spirit which will be contagious to the entire kitchen staff who must function as a happy unit for best results. In addition to preparation of food for the main dining hall, the chef should work in close cooperation with the trip camping director, for together they can intelligently plan menus for extended excursions away from the main camp.

The basic kitchen equipment and cooking utensils of Camp Conrad Weiser are stainless steel. Ranges, ovens and hot-water tanks are operated by bottle gas. An electric dish-washing machine capable of washing 2,500 pieces an hour is also stainless steel. While stainless-steel equipment requires constant attention and obviously reflects neglect, it is well for camp operators to consider the value of stainless-steel equipment when considering new purchases, since it eliminates the problem of deterioration in iron or sheet-metal equipment during the off seasons of the year.

The stainless-steel kitchen is supplemented by complete installation of Boonton Melmac dishware, a new type of heavy-duty plastic which has recently come on the market. This ware, after two years of operation, has been found to be exceptionally well suited for camp use. The breakage problem common with the use of crockery is eliminated and the noise level created by heavy

handling of ordinary dishes is considerably reduced. Dishware of this type can now be purchased in attractive pastel colors, adding to the harmony and atmosphere of the camp dining table. While this dishware must be protected from extreme temperatures of dry heat, it can safely be exposed to high temperatures of wet heat and therefore is highly practical and sanitary for use in camp.

In order to protect the use of food-service equipment in the kitchen and main Dining Hall, separate sets of stainless-steel and aluminum ware were purchased for the trip camping program. This is important, because problems are often presented if the same equipment is used for both purposes.

We believe that campers should have a part in the food-service program. At Camp Conrad Weiser this responsibility is supervised by the Dining Hall steward. In his turn, each boy is given the responsibility of table water for one day. His duties include setting his table, waiting on it, and after the meal cleaning his table and sweeping in his immediate area.

This experience for the camper is excellent and makes him feel he has a part in an important phase of camp life. It also gives him an excellent training sometimes neglected at home. Instruction in proper table arrangement and duties of the waiter is given each boy by the steward. These chores take only a few minutes before and after each meal and do not deprive a boy of participating in other phases of the camp program.

The dining-hall steward also controls food service. At a given signal from him, waiters are called to serve the food. They are directed past the serving table at the end of the kitchen adjacent to the dining hall. Waiters enter one way and leave at a separate exit, permitting smooth, efficient operation.

During the course of the meal, after

*Use of modern equipment aids kitchen staff in every way possible*



the main dishes have been served, waiters are sent back to the kitchen for second helping at the discretion of the counselor in charge of the table. After the meal is over, the dining hall steward calls back specific dishes at times when the kitchen staff is ready to take care of left-overs. Soiled dishes are brought back in order as indicated by the steward.

During the entire meal the steward is free to move about and keep a friendly supervision over the operation of the dining hall. He can often distribute platters of surplus food to other tables

desiring additional helpings. At all times during the meal the steward keeps in close contact with the camp chef in order that he may co-ordinate kitchen operations with the progress of the meal.

#### HAPPY MEALS CHIEF AIM

The culmination of a good food service is a fitting and happy response to the meals served. All the factors of good management and operation are revealed in this end result. Good food well served has as much to do with the con-

ditioning of attitudes as any other factor in the entire camp program. One of the significant phases of camp promotion is to talk about the "swell meal;" had at camp.

Along with good meals comes the happy atmosphere engendered in the dining hall by the camp director and the staff. The meal period should be a looked-forward-to event — a special occasion and a happy time for relaxation.

During the meal the camp director should take time out to casually move about the dining hall with a friendly understanding attitude. This will help him to feel the tempo of the campers as well as to share in the experiences around the dining tables. There is no situation in the camp program that provides a better opportunity for an extended period of close observation of campers.

#### CONCLUSIONS DRAWN

At a result of our experience at Camp Conrad Weiser, we have drawn the following conclusions:

1. A Camp Director should qualify himself for intelligent planning and management of his camp food service program. This is extremely important in view of the large portion of the budget expended on food service and the importance of meals and mealtimes in the camper's experience.

2. Excellent food-service equipment is no sure criterion of a successful operation.

3. Good housekeeping is the "welcome doormat" to an efficiently operated camp kitchen and dining hall.

4. A smooth running food-service staff is a pre-requisite to a good food-service operation. This is attained by close cooperation between director and chef. Proper allocation of responsibilities, intelligent supervision, and the engendering of camp spirit in the food-service staff make them feel that they are an integral part of the total camp experience — an essential in the attainment of the desired results.

5. The food-service department should always be on exhibit to visiting parents and guests.

6. Always keep in mind that a good food-service program means a major contribution to the ultimate health and happiness of your campers and staff.

7. Use happy meal-time periods for the stimulation and re-inforcement of the physical and spiritual appetites of your campers.

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## **Interfaith, International, and Intercultural Camping—**

# **Are They Practical Possibilities In Today's World?**

*By George Jonas*

**H**ERE ARE some ideas for your consideration. They deal with a subject which has undoubtedly arisen in your conception of how you wish to run your camp — its philosophy, goals and problems. This article will discuss the question of whether interfaith, international and interracial camping is a practical possibility, a desirable one, what is being done about it and what you can do to aid it.

Ours is an exciting challenge, by no means impossible of solution and with a rich reward in view. I feel certain it can be solved if you have the will to do it; there is much evidence that you have that will. The ideas back of this article require faith, not just blind faith, but faith in yourselves based on what has already been done by some of you in our field of camping, based on common sense and deep feeling about values in life.

The Chinese have a saying "What you do speaks so loudly that I cannot hear what you are saying." If your voice is based on deeds and an ever-increasing number of camps give consideration to their potentiality, our voice will reach into other fields and that carry across the seas. Do not doubt that what happens in the U.S.A. is known from Norway to South America and from the Philippines further west and south. People all over the world looking for leaders alternate between hope and anxiety in evaluating our way of living and our goals. Can we expect the friendship we want and need of other peoples, white, yellow, red or black, if we do not accord them equal opportunities? Can you picture your-

self as a true friend of some one who regards you as inferior or indifferent? Cannot we as camp directors, we who have in our care the potential community leaders 20 or 30 years from now, accept the responsibilities and opportunities of preparing youngsters for the world they will have to manage. Can we not join the forward-looking leaders in other fields and add our strength to theirs in a common goal? Will we in future years have to face our consciences with the knowledge that we have shirked our duties and opportunities in preparing our youth for the problems which will face it.

### **STRENGTH FROM WITHIN**

Many of us have read or listened to leaders in thought, hoping for guidance and a glimpse into the future. In almost every case these leaders feel that our greatest strength lies within ourselves. Dr. Vannevar Bush in his book "Arms and Free Men" describes the terrifying weapons of the future but one quotation from the book is particularly significant:

"Future total war need not come if we really learn to make our democracy work. It need not come at all, for if the strength of free peoples prevents it for a generation, that same strength can then produce a new sort of world in which great wars will no longer occur. For this consummation we face a task that will test us as we have never been tested before, that will test whether we really mean it when we say that we believe in human dignity and human freedom. Whether we can really submerge selfishness and petty motive, and

bring our enormous latent power to bear, to make our way of life function with true effectiveness for the good of all."

Up to this point my plea has been to a certain extent a negative one, a fear of what may happen if we do not take certain actions and follow certain courses. What appeals to me more and surely to most of you, is a positive faith. We shall do these things because we believe in them profoundly, gaining inner strength and happiness in the knowledge that we have been given an instrument to help man and have used it to the best of our ability.

ACA is aware of the significance, need and value of interfaith, international and interracial camping and for that purpose has directed the organization of our committee. I am impressed not only by the seriousness of the members but by their determination to do a good job. We cannot do this, however, without your encouragement and help. Our duty is to supply you with any practical information you desire, to further any or all phases within the scope of our field. We shall spend part of our time this year in finding out what has been done to date and we invite you to give us the benefit of your own experiences.

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gest methods and put you in touch with private-camp owners who have taken children from minority groups and have not lost campers, in fact have gained them. Are you an organization camp looking for information from other organization camps already helping the next generation solve its problems? We can aid there, if you wish it.

How deeply do you feel that inter-faith camping is desirable, but fear trying something new? We can put you in touch with camps, the alumni of which claim they are more deeply religious because of meeting and living with those of another faith. They are better Catholics, Jews and Protestants. They have learned that the strength of their religion is not based on hatred or ignorance.

Are you interested in getting campers of varied nationalities, living in this country or coming to you from other lands? Counselors? We can tell you the happy results of camps which have tried this and tell you how to do it. Have you thought of the value to our youth in welcoming a camper or counselor from another country who will form friendships in your camp and carry them back to his or her own country where youth is eager for information about the USA and its people?

Much as we desire to serve your needs we cannot do a good job unless you let us know what you want and have experienced in any part of our field. May we also urge that in your section of ACA you stimulate interest in this opportunity. See that your section selects a chairman with whom we can correspond and supply information you will find useful.

Cynics never go forward. That you may wish to move ahead slowly and carefully is not important, so long as a happier, better prepared generation is your goal.

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# Further Reports from the St. Louis Convention

## New Work on Polio Is Discussion Topic

**P**OLO IN CAMP was discussed by Dr. Alex J. Steigman of the National Foundation for Infantile Paralysis. Polio, he said, is caused by a virus which in this case is so tiny that even the most powerful electron microscopes cannot reveal it. This, plus the fact that most of the work with this virus must be done in monkeys, has hindered research greatly. We have come to learn recently that this polio virus is really made up of a group of related brother viruses. Much work is being done to map out these relationships, for in the final analysis we will have to know this enemy thoroughly in order to cope with him.

During times of an outbreak of polio, for every individual who is recognizably sick there are many others infected with the virus, who show no real signs of illness. This has made it exceedingly difficult to track down the precise spread of the disease. In the investigation of a crime, police at first may get no further than to clear or declare innocent certain suspected parties. A somewhat comparable situation maintains in polio.

We have learned that portable drinking water, approved bodies of swimming water, food and even flies are not the true enemies. The spread of polio is, in some way, directly from person to person. It occurs in the close daily type of living among intimate playmates, as obtains in camps for example. It is because of this widespread but silent dissemination of infection that quarantines — useful in certain other conditions — have no effect in polio, and serve only to stir up more anxiety and panic.

Most camps have made great strides in improving their general level of sanitation in the past two decades. Such improvements are, of course, highly commendable, even though they do not result in complete assurance against polio.

Even the most perfectly managed camp may be subject to polio because the disease is largely one of children and young people. The peak occurrence of illness in polio occurs in the summer and early fall; and camps often bring together people from scattered places, thereby increasing the risk of introducing the virus.

Early symptoms of polio may be very mild indeed and polio may start in a variety of ways. During outbreaks of polio, a child falls under suspicion if he develops headache, sore throat, an upset stomach or mild fever without apparent cause. He may seem to be cross and irritable, without his usual zest for food or for joining in play. All these are important danger signals in campers during times of polio outbreaks.

We know that at this stage there is often an armed truce between the virus and the child. We also know that certain things will upset that truce — particularly over-fatigue and chilling. It is therefore important to detect those mild symptoms and keep the child in bed under medical supervision until free of symptoms and free of fever.

In view of the great importance of detecting early symptoms of children during the armed-truce stage of their polio infection, it becomes important to provide as large a counselor-camper ratio as possible, and to alert this staff to the early symptoms. It is hardly necessary to urge that some form of medical and nursing supervision and advice be constantly available and that a small infirmary for housing suspect children is highly desirable.

The curtailment of vigorous competitive sports and substitution of a more limited schedule of physical activity should be discussed with the physician or health officer, if even a single case of polio occurs in a camp. Close liaison should be maintained with the health officer with regard to decisions on admitting to camp new children from areas having polio. Disbanding of camps because of the occurrence of polio is not recommended and is seldom warranted.

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## Spiritual Values Stressed in Talk

**T**HE IMPORTANCE of spiritual objectives in camp life was stressed by Lt. Col. Charles H. Dodd of the Salvation Army, who told of an experience of his oldest son, who some years ago returned from camp and told of a counselor who regarded camping as a "good summer racket."

"Obviously," said Col. Dodd, "the person who thinks of working with boys and girls as a racket — a vacation from work or responsibility — will contribute nothing to a spiritual program or any other kind. We cannot expect the character growth of campers to transcend the resources of character in counselors and directors.

"Any camp or camping program should have a definite objective or objectives, such as health, physical fitness, and safety; education for leisure time participation; personality and social adjustment; education for cooperative and community living. A training conference of some duration for the staff is a positive must. Yet, setting the objectives and holding an apparently successful pre-camp conference is only the beginning of achieving said objective or objectives.

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"Normally, any camp will in its attitude and objectives indicate the type of leadership it enjoys. Any organization, we are told, is the shadow of the person who heads it, and camp is no exception. Be this true, then the selection of the camp director is of most vital importance and this is particularly true if spiritual objectives as well as others are to be realized." This also holds true, he explained, for the program director, waterfront and athletic directors, nurse, specialists, right down to every individual counselor.

"There is another important angle in this matter of objectives. That is the basic differences in the type of camp — whether it is to be school camping, day camping, family, co-ed, health, organization, etc., or an institute with a camp setting, such as Bible conferences, youth groups or music. These all naturally determine how much emphasis is to be placed on any single phase of program. Yet in each, to a larger or smaller degree, there should be some spiritual emphasis.

"Let us consider an average camp," Col. Dodd continued, "established to do a camping program. This will comprise athletics, swimming, boating, craft classes, dramatics, music, horseback riding, nature study, over-night hikes, cookouts, etc. These are objectives which normally cannot be pursued in town, outside of camping season. In short, our program will be the type which lends itself to the camp with all its natural setting.

"We are agreed on the values of the spiritual, that these are to be achieved in a camp setting. How? In camp, nature has made our setting and there is not much man can do to improve it. 'The days and the nights in contact with nature can bring the campers into awareness of the great mysteries of the universe which, when properly interpreted, build stronger and sounder faith,' according to an article on 'Church Camping' which appeared in *Youth Leaders Digest*.

"In making the camper conscious of his natural surroundings, the counselor will do more than identify the plants, animals and rocks. By observing and trying to understand their growth, their complexity of structure, and their unique place in relation to other things in the environment, a real sympathy with and appreciation of the world begins."

"Young people are normally pliable, moldable, receptive to such influences

and so if given a chance, the very setting of your camp will speak its message of grandeur, of strength, of power, of peace, of quiet, of beauty. In such a setting, if there is the desire, a spiritual emphasis is not too difficult.

"In addition to the usual variety of program, it would seem desirable to weave into the warp and woof of daily activity such as is described in 'Talks To Counselors' by Dimock and Statten: 'There are several kinds of opportunities to strengthen motivation for the good life in camp. Intimate relations with individuals of other racial, religious, national, and socio-economic groups reveal them as persons whose rights and welfare are worthy of consideration. The counselor with his cabin group has an admirable chance in the evening discussion period, around the glowing embers of the campfire on a canoe trip, and on other similar occasions to help the campers identify important values and principles of living.'

"Chapel provides another opportunity to clarify and give expression to the highest ideals and aspirations of the camp community. Chapel should be natural, unconventional, rooted in the actual experience of campers, and thoroughly indigenous to the camp setting."

"Worship Services, be they evening Vespers or Sabbath morning, as expressed in the article on Church Camping, are not a time to shut out or ignore the out-of-doors but for interpreting it anew. Out of such activity will be developed: a fresh awareness of God's presence, and 'feeling God' within one's heart in a way that uplifts one's spirit."

## Staff Meeting Pros and Cons

The question of how often staff meetings should be held and when in the camp program they should be held may be determined by the total picture of the camp schedule. Two successful times suggested were immediately following the evening meal for a period of about 40 minutes each day, and half an hour every morning before breakfast. It was recommended that daily meetings of the counselor staff be held, so that supervision could contain real continuity. It was also suggested that directors make some kind of evaluation as to whether their training has been adequate.

One camp has counselor meetings on

Monday mornings to plan the week's program while Honor Girls and the camp Chaplain hold assembly. Rest-hour and after-taps staff meetings were discouraged in this camp, in the belief that cabin leaders need to be with their campers during these two periods especially. On the same basis, this camp which has three counselors to each cabin of 12, holds meetings for only one-third of its staff at a time, so that some counselors can be with their campers at all times.

Another director told about counselor meetings held Sunday mornings, conducted by the camp's child-guidance person on problems that counselors present or problems that present themselves. This is a two-hour meeting and is considered by the camp a very worthwhile training period for staff.

It was also emphasized that if staff meetings are regularly scheduled there may be a tendency to have a meeting just to have a meeting. It was recommended that meetings be called when really necessary. Along this line, one long-experienced camp operator suggested that directors get as much information on paper as possible so that counselors know what is what — a counselors' handbook. This it is thought, will reduce the necessity for frequent meetings. An additional suggestion was to bring outside resource people to talk to staff about specific problems.

The question was brought up as to what happens to campers during staff meetings. It was agreed that some counselors would have to be on duty or, as a substitute, counselors-in-training or older campers might be put in charge during these periods.

The question was raised as to how best to handle a situation where a counselor doesn't recognize his needs. The group felt that individual consultation between counselor and director was the best way.

## Co-Ed Camping

**C**O-EDUCATIONAL camping was discussed from the angle of the qualifications and selection of staff, and the interpretation of co-ed camping to the community.

It was agreed that the qualifications for a co-ed counselor should include emotional stability, ability to teach crafts, nature study, swimming or other camp activities, success in working with children as evidenced by previous experiences, background of social ex-

periences, the ability to engage in activities in a wholesome manner with the opposite sex, good health and an interest in sports and outdoor activities and preferably college training, but at least a high school education.

Both men and women counselors were recommended to give guidance to boy and girl campers, respectively, but activities were to be mixed and taught by capable persons, irrespective of sex. Emphasis was laid on providing a wholesome, natural atmosphere for socialization of the campers. It was felt that the problems that might arise with boy-girl camping would be reduced if such an atmosphere were provided and the campers were not too restricted by countless rules.

The problems of counselors in a co-ed camp were discussed, including attachments, duties and understanding of responsibilities; and time off, particularly after taps. The interpretation of co-ed camping seemed to depend somewhat on whether it was a church camp, in which case the community was described as seeming to understand and accept the idea more readily.

Among the other matters discussed were the ages of co-ed campers and their respective groupings, the counselor-camper ratio, inter-racial co-ed camps, length of camping sessions, size of camps, accommodations and activities in a co-ed camp.

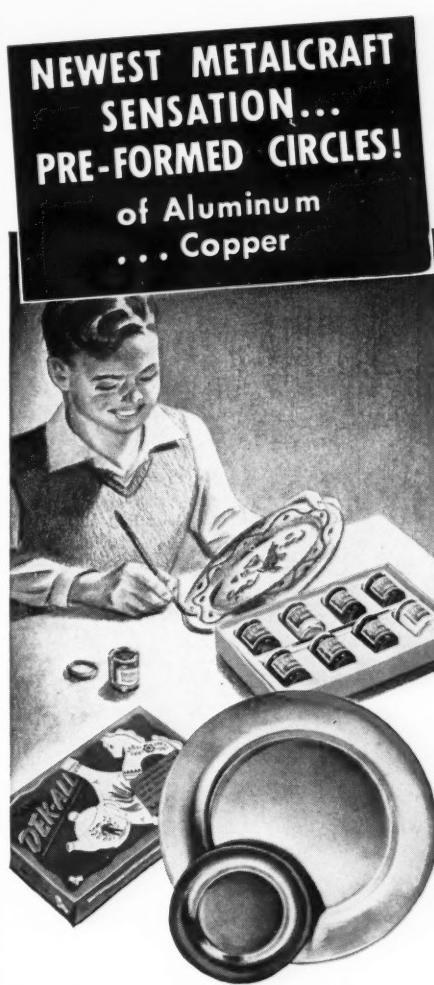
In discussing co-ed programs for youngsters under 12, another group made several recommendations for specific aids to program, including the element of choice provided the campers, and the amount of routine to be included. It was felt that too wide a choice only confuses the child and that children are happier and more secure with a certain amount of routine.

Activities must be divided, it was felt, according to age groups. The importance of leadership here was stressed, and acceptance of the premise that in real life boys and girls are naturally together was recommended by several.

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cottages or housekeeping cabins arranged in camp groups, but with no organized program, to organized family camps, arranged especially for family groups, and also special children's camps with a period at the end of the season when family groups come in. Variations on these might be father and son camps, mother and daughter camps, or children living separately from parents but in the same camp.

Objectives of these groups are about the same as those of the boys and girls themselves — that is, fun, new experiences, etc. Families, however, it was observed, may not like to conform to the things necessary for the children, with many set rules; want more comfortable facilities, more share in program planning and a wider activities range.

A special area for a good sports program is needed, particularly father-and-son type of activities and for the teaching of such skills as fishing, swimming, tennis, etc. There can be an excellent opportunity here for music and dramatics, it was pointed out. Time is needed also, it was observed, for special program activities for parents alone, without children around.

The following recommendations were made by several group representatives: that the responsibility be more on the family unit than on the camp staff as in a youth camp; that a nursery building and counselors be provided for the children's program, and that some personal counseling be provided with mothers.

**Camping for  
Young Adults**

**S**EVERAL types of camps were outlined in the discussion on Young Adults' camping, including summer work camps, where the principal activity is physical labor; the hostel, where young adults seek an education through travel; weekend or short-period camps, where all of the physical planning and much of the program planning is done by the staff and resource persons; and the longer-period camp where as much as a week may be spent in planning camp program, with the young adult taking a major part of the leadership himself.

Camps for both individuals and families were discussed. In one case, a national agency mentioned that the camp they own is rented on occasion as well as operated by themselves. Camps

which operate on work-camp or student-in-industry plans may be limited to 10 or 20 persons, whereas other camps including family groups may provide for between 75 and 100 persons.

It was pointed out that because of the natural interest this age group has in the opposite sex, it may make for a more satisfactory operation to have men and women represented on a 50-50 basis. A question was raised as to the objective for camp operation and it was expressed that young people, to a large extent, are interested in each other, and often go to camp to have the opportunity of getting acquainted through informal living, to get away from routine, and to just have fun.

**LENGTH OF CAMP PERIOD**

The matter of length of camp periods was brought up in regard to those who remain for only part time as against full-time campers. Here again, the need for flexibility cannot be overlooked, but if the camp period has been set to include a given number of campers it is important that those who attend camp for a given period remain the entire time. Especially is this true in work camps where specific projects are planned, or in any other camp situation where plans have been built around a certain number of campers. It is important, too, that the young adult camp select campers who are happy to participate in a well-rounded activity program. Such a camp is no place for eccentric people, it was emphasized, but rather is a place for experiencing group living and the ability to share is of great importance.

In answering the question of morality in such co-ed groups, one representative stated that immorality just isn't a problem. There was a feeling among some, however, that there is an unconscious fear on the part of many leaders of young adult groups that there may be immorality, but it was generally felt that in spite of rumors, morality among young adult campers is very commendable and that fears are not justified.

The future of young adult camping can lead into broader and more inclusive participation by all young people on an inter-racial, interfaith and intercultural basis, and it was felt that the National Conference of ACA needs to give more attention to this type of camping on its Conference programs.

Out of discussion in this panel, the following recommendation was made to ACA: "That the Association recognize the needs of this group and make an

inventory of young adult camps as to program, schedules and fees and other categories of interest which might be revealed in such an inventory and provide for more sessions for young adult camping at conferences in the future."

Although our attendance was not large on this last day of the conference, the interest and enthusiasm of those who were able to remain for this late session were such that there can be no mistake in the need on following through on this recommendation in the interest of young adult camping.

## Discuss Weekend, Year-round Camps

WEEK-END and year-round camping is providing experience in the out-of-doors not just two or three months but 12 months of the year. Every part of the country is represented in this development, with geographical location and variations in the weather in different sections not insurmountable obstacles, participants of the year-round camp session were told. There are no boundaries to living in the out-of-doors, if one only uses "horse sense," skills and knowledge developed by the people who live permanently in the country.

The capital investment in most camp sites make it desirable to use them on a year-round basis, and maintenance is best accomplished thus. It makes sense economically and practically, it was stated.

The leader is the key to year-round camping. Understanding, receptive and imaginative leadership is needed. We need readers who will make the experience as safe and healthy as possible — those who can recognize the hazards of thin ice and winter storms as well as know summer dangers.

Norman Clark, who acted as chairman for the meeting, reported some of the groups sent out by the Chicago Boys' Clubs have developed their skills to the point where they can sustain and carry on their activities in winter camping with the least possible amount of supervision. Other groups have not advanced to the point of complete independence and need more supervision to meet these new living conditions. There is plenty of evidence that year-round camping is being conducted with the skill necessary to carry on the activity successfully.

In another camp program, reported by one representative, public schools brought children out for 10 weeks of camping in the fall and 10 weeks in the spring. The groups come by bus on Monday morning to carry on their school camping program. They pay a nominal fee for food and use of the camp site, with an average of 40 campers per week. A ski-tow, skating rink and toboggan slide have been developed, making the site a winter sports center, available to the general public as well as the school children.

Saturday parties can make use of these year-round camp sites. Family trips also are being promoted, it was reported. D. W. Hartman, representing the Boy Scouts of America, reported that 65 percent of the 300 units in Minneapolis had four outings other than their summer camp experience. Mothers and fathers often shared the planning. Ministers and troop chaplains planned religious services when the groups were camping through Sunday. The year-round use of Youth Hostels has been a part of the National Program since 1945, he said. Particularly during college vacations, short trips are planned.

It was generally agreed that if camping is to be considered an experience in total living, rather than isolating it as something apart, it can't properly be stopped in the winter, spring or fall, but should be carried on full-time, for full-time results.

## Camper Records Are Discussed

IN A DISCUSSION group on the desirability of keeping records on campers, chaired by Mr. John Stone, the majority felt that parents should receive a report on how their children fitted into camp life. It was emphasized, however, that great care and wisdom should be exercised; that harm could be done, if serious situations and behaviour problems were put into writing rather than discussed face to face with parents.

It was pointed out, too, that detailed and meaningful records could be of considerable aid in enabling the staff to help each child to the optimum degree. How helpful such records become, depends, it was stressed, on how well prepared the staff is to deal with special situations and specific problems.

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were discussed. Sending of an evaluation of the camper's achievement record, combined with a letter from his counselor and/or camp director, was one method mentioned. Recommended for this purpose were records of individual camper activity, achievement and behavior.

Group records are also desirable; they help show how individual campers participate in group activities. In filling out these records, specialists on the staff are consulted; that is, waterfront counselor, craft counselors, etc. The camp director is called on for guidance in filling out behavior records in most camps. Some, however, employ a trained and experienced guidance counselor, who helps counselors to make out camper behavior records.

Parental visits to camp were discussed as a second and very desirable opportunity to convey to parents information on their child. Such visits offer a real opportunity to talk over campers' adjustment and any special problems.

The group felt that on the whole, parents did appreciate receiving a report on activity and achievement, and on the child's behavior in the camp

setting. Letters to parents with information had been well received. The group reiterated and re-emphasized the danger of behavior records unless counselors had had training and experience in this kind of record keeping — or were receiving supervision and guidance in writing the reports.

desirable to have the campers help plan the trip and participate in all its phases.

Purposes might be arranged on a group-interest basis, for geology, fishing, photography, etc., it was added. Great care must be taken to study the area before leaving on a trip so as to know what it has to offer. Counselors here must be highly experienced, as they must live with the campers 24 hours a day, seven days a week.

Fees seemed to vary from \$3.50 for non-profit groups, where trucks or old conveyances could be used, to \$10.00 per day for short trips by private camps. Several camps reported fees of \$450 to \$500 for eight-week travel camps.

In general, the meeting was enlivened by table conversation on personal problems and experiences, and participants said they felt they were able to find answers to many of their most pressing problems.

*The foregoing material, together with that which appeared in the April issue, completes the report of ACAs 21st national convention, held Feb. 15-18, 1950, at St. Louis, Mo.*

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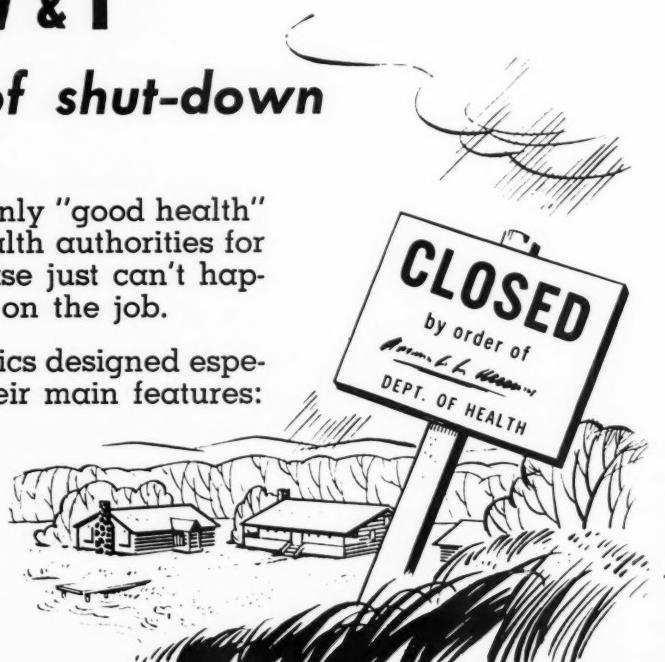
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# Church Camp Aims and Objectives

By John E. Ransom

Director of  
Portland (Ore.) Presbytery Camp

THE INTERNATIONAL Council of Religious Education has formulated a set of goals for the Church Camp. Using them as a basis, the objectives of the modern Church camp can be said to be as follows:

1. To help boys and girls grow in their relationship to God, Jesus, the Bible, the Church and other persons.
2. To help boys and girls grow in their ability to understand and put into practice Christian living.
3. To lead boys and girls into an awareness of God through worship, through the miracle of nature, through new experiences in His world and association with Christian leaders.
4. To aid in the development of resourcefulness in meeting new social situations.
5. To foster inter-racial understanding as the campers live among boys and girls of other cultures and races.
6. To lengthen among campers their range of interests, and aid them in developing skills natural to the camp environment.
7. To create a community out of the inter-relations of boys and girls which illustrates the reality of a Christian community, and which stimulates practice in living the Christian way.

In many respects the Church Camp will appear very similar to other types of camps. It will have the same kind of site for its location, similar buildings and recreational facilities, and be operated on the same basis as other established camps. Many phases of its program will not impress the experienced observer as "different."

One going into the Church camp will be disappointed if he expects to find puritanical disciplines, long periods of Bible verse memorization, "revivalistic" tactics in worship, or even a serene "out of this world" atmosphere. He will, in most cases, enter a normal camp setting with all the elements usually combined to make up the camp community.

What are the elements found in a good Church camp program? They may be seen in the following list.

- 1 Flexibility.
- 2 Integration.

3 Democracy (joint planning by staff and campers.)

4 Making the chief concern the meeting of needs and interests of campers.

5 Activities based upon experiences which are indigenous to camp life.

6 A community life in which each camper finds his unique place and makes some contribution.

7 Proper balance of play, work, worship, and exploration.

8 Stimulation and fostering of growth in Christian living, individually and corporately.

9 Bible content.

10 A broadening and deepening of friendships.

11 Development of new interests and skills.

12 Wide use of natural setting with nature interests.

13 Varied craft program that aims primarily at creativity.

14 Recreation for developing habits of fair play, hardihood, exhilaration in muscular activity, and learning of new skills.

WITHOUT A DOUBT one of the best books in the field. Should be invaluable to the experienced or inexperienced camp counselor.

Jay B. Nash, New York University

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# Aluminum Foil Cooking

*By David M. Dunbar*

Greater New York Council, B. S. of A.

**C**HUCK ASKED the question first as he saw me pack the two rolls of aluminum foil in my pack. "What on earth are you taking that stuff with you for? Isn't your pack heavy enough already?" Little did he know that all of our cooking and baking on our cabin's overnight trip would be done in this "Magic Metal."

Well, sir, we hiked along the trail until we came to the spot at the water's edge where we set up camp for the night. When fishermen are afield or "a-stream" or whatever you call it, they don't waste much time before wetting a line, so all of us were out for some three hours before supper. Upon our return they asked the usual woodsman's question, "When do we eat?" "Just as soon as you fellas show me a fire with a good bed of coals," said I.

This being done and nothing cooking yet, they began to wonder if I was daffy. "Here is your supper," I said, handing each one a neat, shiny package wrapped in aluminum foil. In each package was a chicken leg, three or four slices of onion, a few thin strips of carrot, about eight quarter-inch thick slices of potato and a patty of butter. This was all packed at camp and kept in our canvas ice refrigerator en route.

"Just take this package," I said, "and put it on the fire 15 minutes on one side and then turn it over for another 10, and your supper's ready." All packages were immediately put on the fire. In the meantime, we mixed some prepared biscuit flour (mixed in a paper bag.) Chunks of this dough, biscuit size, were put in foil, wrapped loosely and dropped in the fire. I left the top of these packages open so I could see what was going on. Sometimes I turned the biscuits in the foil.

Chuck's chicken package was beginning to swell up plenty. He said he thought it was going to "bust." "That's just the pressure cooker idea at work," I explained. "That's just right."



At the end of 20 to 25 minutes, Chuck took his package off and carefully opened it up. Boy! what aroma, what a grand appetizing smell in this woodsy atmosphere. The chicken leg was done to a turn.

"There you have it," said I. "A meal fit for a King" — roast chicken, vegetables and hot biscuits and strawberry jam for dessert. And best of all only a cup, fork and spoon to wash. The foil is your plate." Needless to say, we all fell to with a vengeance.

To dispose of the foil, we burned it out well on the fire, rolled it into a small ball, dug a hole with our heels and buried it.

"If I hadn't done it, I wouldn't have believed it," said Chuck. "Camping just doesn't seem right without black pots and greasy skillets. Well, I'm convinced! I'm a Magic Metal man from now on."

For breakfast we tried another stunt. "This," said I, "is brand new and you fellas are in on the ground floor on it. Let's each of us cut a forked-stick sapling and leave the two prongs two feet or more long."

We did this and then made an oval out of the two prongs by crossing them

and wrapping them around each other. The result was a frame about as big as a badminton racket. Now we took double sheets of foil and carefully tucked them inside the frame to make a shallow pot and frying pan, extra foil being wrapped around the edges of the frame. Again cooking on coals, we cooked stewed fruit, oatmeal, and bacon and eggs. We shaped up dishes out of foil and breakfast was served. Red Hot.

"I guess you could cook most anything this way," said Chuck. "It's really simple and what a time saver. I'm all for this foil cooking idea because when I go fishin', I want to fish and not 'rastle' around with black pots."

"I thought you'd like it," says I. "Now remember, in packing meals at camp, put in a half strip of bacon or some shortening. Slice your vegetables thin. Wrap it by folding the foil over like an envelope and turning the edges in three times. This is done with single foil, then you take another sheet of foil the same size (about two feet long) and wrap the package again the same way."

We all agree now — foil cooking is the greatest time saver in camping since the invention of the pocket compass.

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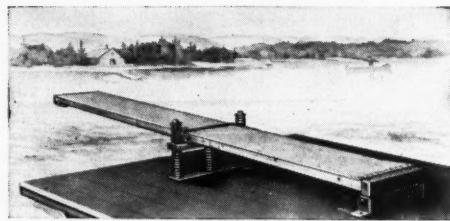
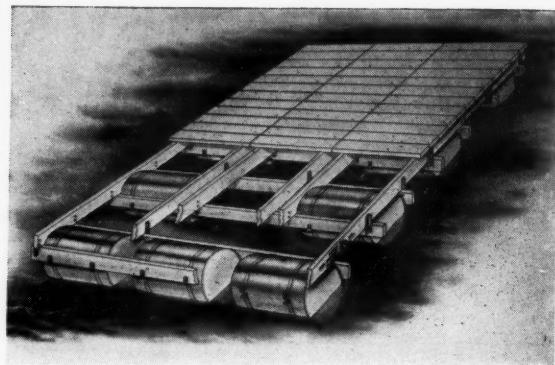
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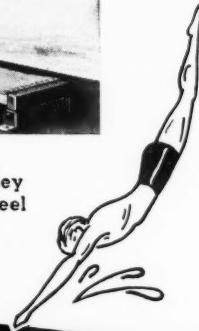
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# Good Program Can Put TENNIS INTEREST On the UPGRADE!

By T. E. Bennett

Teela-Woocket Camps



TENNIS HAS become a major activity in many camps because of the present-day emphasis on "carry-over" sports. Such skills as one acquires in tennis, golf, and swimming in one's youth are of inestimable value in later life, when the mature individual can no longer indulge in football, baseball and basketball.

To provide for the best tennis program the camp director should, first, obtain the best type of instruction services and secondly, have good care given his courts. Tennis can dwindle down to nothing even with good courts and excellent equipment if it is not handled properly with respect to teaching, interest building and the development of desirable social attitudes.

Some camps are finding a solution to the problem of a capable instructor by using a club professional who can be available for the morning hours if, as is often the case, his services are not in demand at his club till afternoon. Camps are frequently located near resort hotels or clubs, where these instructors may be found. For other camps not so situated, the best advice seems to be to investigate carefully your head instructor as to tennis background, personal references and ability to teach.

Actual organization of the teaching staff depends to a large extent on such factors as number of courts, size of the camping group and time allotment for instruction in relation to the rest of the camping program. Here at Teela-Woocket, the directors have found the best organization to be that of selecting one highly experienced person to head the department. He, in turn, works with

definitely assigned "tennis assistants." These assistants have a tennis background for teaching and working with young people and, under capable supervision, actually become part of the "learning process" themselves.

The department head is in complete charge of the program and is responsible for its popularity or its failure to arouse interest. Staff meetings within the tennis department are held frequently to revise teaching procedure as necessary, evaluate work accomplished, plan for tournaments and special events, and to relate themselves to the rest of the camping program. Not only does the department head plan to put on an excellent program for the campers, but at the same time he develops a program for "educational and social insight" for his assistants.

In other camps, the same basic philosophy of tennis staff organization might be followed, but on a lessened scale and in perhaps different ways. But always first and foremost comes the question, "is this procedure or organization of the tennis program something that is beneficial to the camp as a whole, or is it something the instructor is 'hepped' up about?" Sometimes all of us have to do a little soul searching.

The main idea behind such specialized sports as tennis in the camping program is not to produce future tennis stars, but to create a follow-up interest that the young person will be able to foster in later life. This development in sports philosophy harmonizes with our changing social order, where men and women work less and have more leisure hours. Whether they will employ this

period in wholesome, beneficial activity or whether they will allow themselves to acquire softening, unhygienic tastes and habits is partly a problem of the directors of youth. They can do much to influence their charges in the direction of following the healthier lead.

One of the chief advantages of tennis in a program of utilization of leisure time is the fact that it is very often engaged in in mixed groups, rather than being played by one particular sex alone. Such groupings in early life lay the foundations for normal and wholesome attitudes.

In many camps today the situation will be found, it is pleasing to say, where there are a great many more tennis enthusiasts than can be accommodated on the number of courts available. A solution has been found in group instruction. Several systems are well known and great value can be found in the courses advocated for group instruction. One of these is published by the Athletic Institute, Chicago; a system particularly adapted to girls is advocated by Misses Randle and Hillis of Columbia University, New York City. The author will be glad to answer any questions concerning these systems through this magazine.

Group instruction may be supplemented by some of the following interest builders:

(a) Use of a bulletin board, the various items posted being selected by the campers.

(b) Showing tennis films, which may be rented from the U. S. Lawn Tennis Assn.

(c) Staging handicap tournaments,

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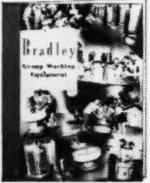
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graded as to age level of participant.

(d) Staging exhibitions by those who have made most progress.

(e) Equipping a tennis library.

(f) Use of a continuous ladder tournament.

(g) Setting up a testing program, using an award system, with awards being given at camp assemblies.

(h) Instruction in "bang board" usage and advocacy of this sort of practice.

(i) The usual "annual" camp tournaments.

(j) "Sunday afternoon" camp exhibitions for the campers with staff members participating. This is run as near a "big time" tournament as possible, throwing the campers closer to a "real" tennis situation.

(k) Inauguration of classes for training in umpiring and proper court procedure. We use these campers on our "Sunday afternoon" exhibitions.

If the instructor will keep in mind the pedagogical principle of allowing the child to foster, as much as possible, his own interest he will find his program as a whole going smoother than if he attempts to feed the campers more tennis than they are ready for. The camp director and the head of the tennis department should remember the general value of tennis and proceed toward that goal:

1. Tennis is one of the best sports for developing co-ordination that will be of value in other sports.

2. Tennis has splendid "carry-over" value.

3. Tennis develops desirable social attitudes.

4. Tennis can be engaged in very inexpensively as compared to many other games.

Tennis interest is definitely on the up-grade and the present possibilities for its future growth and development in camps are indeed great. Now is the time for camp directors to maintain present high standards of tennis interest or perhaps develop such interest.

The author has been associated with tennis for a good many years. At present, he is entering his third year with the Teela-Wooken Camps, of Roxbury, Vt. Before that time, he was associated as tennis coach with Camp Shaw-Mi-Del-Eca, Lewisburg W. Va., and other schools and clubs. He is a graduate of Illinois State Normal Teachers College, of Normal, Illinois, and a former teacher in Kinmundy Community High School, Kinmundy, Illinois.

# Red Cross Will Offer Aquatic Leadership Courses

OVER 35 National Aquatic Schools have been scheduled this summer by the American National Red Cross, offering short-term leadership training in skills and teaching methods for courses in swimming and diving, life saving and water safety, first aid and accident prevention.

Now in the 29th year of operation, these 10-day camp schools provide an opportunity for individuals to obtain expert instruction in a short time, at nominal cost, at convenient sites.

Most of the school will be held in early June to meet the needs of camps and other organizations for obtaining trained leaders before starting summer activity. A few are scheduled in late summer.

Located at various convenient sites throughout the nation the schools are held at private and organizational camps, resorts and parks.

To enroll, men and women must be 18 years of age or older, in sound physical condition, and if enrolling in the aquatic section, reasonably strong swimmers. Since the schools are primarily for instructor and leadership training, individuals enrolling should have definite plans to teach and thus pass their knowledge and skills on to others.

Instructors at these schools are selected from among the best known authorities and teachers in the fields of aquatics and safety. Many are outstanding water sportsmen, professional teachers of physical education, or coaches in schools, colleges or universities. In addition to this large corps of volunteer instructors, members of the Red Cross professional field staff and chapter directors also serve.

Courses offered in the aquatic section at the schools include swimming, life saving, boating, canoeing and first aid. In addition, a leadership training course is offered, teaching application of skills to aquatic programs in a camp, at a swimming pool or in community life.

The course schedule calls for intensive work both on the part of students and instructors. A great part of the time

is devoted to practice skills and to practice teaching under the motto "learn by doing." The informal democratic spirit that prevails among students and in-

structors contributes to enjoyment as well as better work.

To meet the specialized needs of organized camps and other groups for trained leadership in small craft handling, four schools will be devoted exclusively to small craft leadership training. Patterned after the aquatic schools, these schools offer instruction in skilled use of rowboats, canoes and small sailing craft with emphasis on methods of teaching and programming. No formal instruction is given in swimming and life saving or first aid.

The all inclusive fee for the 10 days of training ranges from \$40 to \$45 and

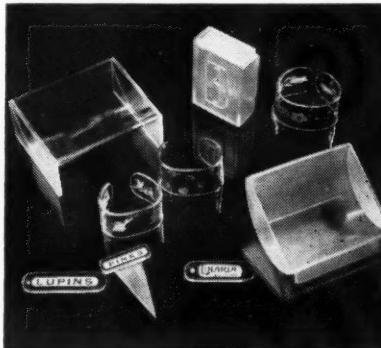
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covers board, lodging, texts and materials, emblems and insignia earned. Further information and applications for enrollment may be obtained from local Red Cross chapters or from the directors of Safety Services in Red Cross Area offices in San Francisco, Calif., St. Louis, Mo., Atlanta Ga., or Alexandria, Va.

Dates and locations of schools scheduled for 1950 are as follows:

*Southeastern Area:* Camp Mondamin, Tuxedo, N. C. (small craft), June 4-14. Northwestern State College, Natchitoches, La., June 4-14. Camp Carolina, Brevard, N. C., June 7-17. Roosevelt State Park, Chipley, Ga., June 14-24. Tennessee A & I State College, Nashville, Tenn., June 20-30. Camp Carolina, Brevard, N. C., Aug. 21-31. Roosevelt State Park, Chipley, Ga., Aug. 21-31.

*Midwestern Area:* Camp Fern, Marshall, Texas, May 28-June 7. Lake Murray, Ardmore, Okla., June 6-16. ARC Isle on Lake Hamilton, Hot Spring, Ark., June 11-21. Camp Hefner, Towanda, Ill., June 11-21. Lutheran Bible Camp, June 14-24. Owasippe Scout Camps (Camp Beard) Whitehall, Mich., June 14-24. Also Camp Black Hawk at Whitehall, June 14-24. Lake Murray, Ardmore, Okla., June 21-July 1. Lake Poinsett, Arlington, S. D., Aug. 6-16. Texas State College for Women, Denton, Texas, Aug. 13-23. Indian Mound Reservation, Oconomowoc, Wis., Aug. 16-26. Lake of the Ozarks, 4-H Camps, Kaiser, Mo., Aug. 20-30. Camp Francis E. House, Brimson, Minn., Aug. 21-31.

*Eastern Area:* Camp Limberlost, LaGrange, Ind., June 13-23. Camp Minnehaha, Minnehaha Springs, W. Va., June 13-23. Camp Lutherlyn, Prospect, Pa., June 13-23 and Aug. 21-31. Camp Kiwanis, South Hanson, Mass., June 14-24. Camp Hazen, Chester, Conn., June 14-24. Camp Watitoh, Becket, Mass., June 15-25. Camp Child, Plymouth, Mass. (Small Craft), June 15-25. Camp Nokomis, Mahopac, N. Y., June 17-27. Camp Trail's End, Beach Lake, Pa., June 19-29. Hampton Institute, Hampton, Va., July 6-16.

*Pacific Area:* Camp Granite Dells, Prescott, Ariz., June 7-17. Emerald Bay, Catalina Island, Calif., June 18-28. Twin-Echo, Twin Lakes, Rathdrum, Idaho, June 18-28 (tentative). Camp Redwood, near Fresno, Calif., Aug. 2-12 (tentative). Camp Sweyolakan, Coeur d'Alene, Idaho, Aug. 23-Sept. 2 (tentative).

**A Message from the**

## **St. Louis Section**

THE MEMBERS of the St. Louis Section have always believed in a strong National Organization. We also recognize that the National is just as strong as its Sections. We think that there should be a united "voice" in camping, expressed through the mouthpiece of our National Organization. Our members have been very appreciative of the many services offered by our National Office.

We invited the National Convention to come to St. Louis two years ago. We wanted to express our appreciation by not only being your hosts but also because we wanted to meet the full obligation of the ACA National budget. This calls for \$5,000.00. Our members worked hard and long. We economized wherever possible so that the Convention would be a financial success. Our efforts were not in vain. A check for \$5,000.00 was mailed to Reynold Carlson a few weeks ago.

We hope that this sets a precedent for future Conventions. A National or Regional Convention does not represent the work of any one Section. Many exhibitors were in St. Louis because of the good will built up by other members throughout the country. Many camp people promoted our Convention and contributed to its program voluntarily and without expenses or honoraria because it was a National Convention. We emphasize this in the hope that it will be incorporated in future thinking and planning. We realize that Sections have their own financial problems, but it is our hope that it will be incorporated in future thinking and planning. We realize that Sections have their own financial problems, but it is our hope that these will become secondary as far as convention policies are concerned.

The St. Louis Section has 245 members. It is a large one with many functions and obligations. We have chosen to do practically all of our work ourselves, rather than having it done for us on a pay basis, because, frankly, we find many values in working together on a volunteer basis. It's fun and develops a higher degree of fellowship and understanding. The point we are trying to make is that we believe sections should give more thought to cutting down their over-head so that when a Regional or National Convention

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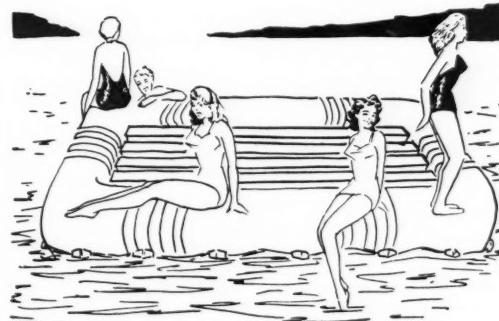
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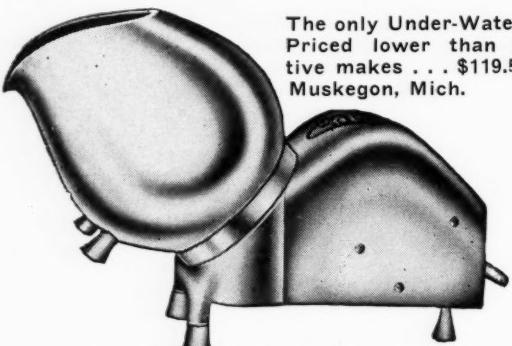
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comes along, sectional budgets are not too dependent on the net income. Please do not misinterpret these statements—it is none of our business how other sections conduct their financial affairs. We are merely trying to interpret to you what we have done in St. Louis in the hope that it might be of benefit.

We had a total attendance of 982 at the Convention. This figure is below that of many previous National and Regional Conventions. We were able to net approximately \$6,000.00. We gave \$5,000.00 of this to the National. We could do this because our Section has been, and is in, sound financial condition. We believe that this is the largest sum ever contributed to the National. Naturally, we hope that this precedent will be kept up so that we can look forward to the support of our National Office by all future Regional and National Conventions.

In conclusion, we wish to thank all of the Sections and their members for their many contributions to our Convention. We realize that it was a success partially because of your co-operation. We enjoyed being your host. Please come again. The welcome mat is out. It was fun having you in St. Louis.



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## Many ACA Sections Active in Leadership Training

A survey was made recently at training facilities for counselors, sponsored by sections of ACA. A questionnaire was sent to our 42 sections, and while the response was not as large as we had hoped for, 23 sections sent prompt replies. A closer study of the information gathered revealed great interest by all sections in providing proper staff-training facilities. Many sections were joined by educational institutions and agency groups to build up adequate service.

Of the 23 replies received, 20 sections said they plan courses for 1950, and several are looking ahead to 1951. It was interesting to see that some sections had been sponsoring courses for only one or two years, some for seven and eight years, while one section had had 15, and one 18 successive courses.

The courses varied greatly in make-up and lay-out. Some consisted of weekly or monthly meetings, or one, two and three-day institutes. Most offered week-ends of outdoor camping in real camp environment for practical demonstration. There were lectures, seminars, panel discussions, symposiums, and "learning by doing." Courses were open to camp owners and directors, staff members, teachers, board members of organizations and agencies, and interested lay persons.

There was a divergence in fees, ranging from none at all to where courses were given in conjunction with colleges, with the regular college tuition fee charged. In all but a few cases, however, fees were low. Ten of the courses ran placement services for those participating, four had referral services for counselors, and a few had connections with established occupational bureaus.

Besides the courses that are section-sponsored, in almost every part of the country there is an increasing awareness of the important part that camping plays in the education of youth. Many universities, normal schools, schools of social work, as well as agencies of every type, are setting up staff training courses for counselors. ACA, through its member sections, can be proud of leading the way toward better trained camp personnel.

By Mrs. B. A. Sinn, Chairman  
Leadership Training Resources,  
American Camping Association



# CAMP CHEMICAL NEWS

A Digest of the Latest Developments  
For Keeping Camps Healthful and Clean



### Modern Chemistry Eliminates Old Time Method of Septic Tank and Cesspool Cleaning

Al Young, President of Camp Chemical Co., Inc., states that you'll say "goodbye to pumping" when you use Camp Double Duty Cesspool & Septic Tank Cleaner. When you switch to Camp Cesspool & Septic Tank Cleaner you'll have no more odors. It dissolves tree roots, eliminates digging and dissolves grease. No more expensive, unhealthy pumping and digging up of cesspools, septic tanks, seepage pools, grease traps, and clogged lines. Here's the most reliable and latest method to liquify, dissolve and saponify grease, sludge, hair, cloth and other organic solids. This modern chemical guarantees quick and efficient results in 12 to 36 hours. No shutdown of pool or tank necessary while chemical is working. Also good for drainage lines, grease traps, seepage pools, fibrous tree roots, odors in cesspools and septic tanks. In 5, 10, 25, 100, 200 and 400 lb. containers.

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### Kitchen Floors Made Clean And White By Chemical That Is Harmless To Wood

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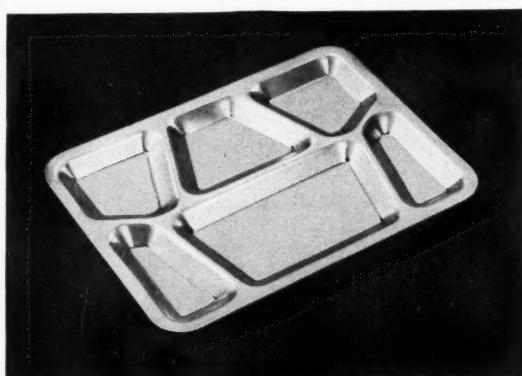
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### Poison Ivy Eliminated by New 2,4,5-T Herbicide

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## News Notes

### Counselor Training Courses in New England are Listed

Counselor-training opportunities in the New England area are the subject of an eight-page mimeographed bulletin being distributed by the New England Section of ACA, 14 Beacon St., Boston. Prepared as a bulletin of the Section's Leadership Training Committee, the pamphlet lists a total of some 20 different courses available, in a wide range of activities including arts and crafts, archery, aquatics, campcraft, canoeing, sailing, conservation, nature, dancing, riding and general camp leadership.

Most of the courses listed are for June, although a few have earlier and later dates. The bulletin gives brief course descriptions, tells location where course will be held, indicates fees and lists the person who should be contacted for registration or further information.

### National Camps To Offer Graduate College Credit

National Camp, for teachers, camp directors, principals and superintendents, giving six points of graduate college credit through the New York University School of Education, will be offered from July 6 through August 17, for the 11th season. Camp is located between Sussex, N. J. and Port Jervis, N. Y., and the fee is \$200 for the entire six weeks' or \$265 if taken for college credit. For further information, write to National Camp, Life Camps, Inc., 369 Lexington Avenue, New York 17, N. Y.

### Children's Book List

A selected list of outstanding books for children published during the past year, has been issued by the Child Study Association of America. Selections have been made by the Association's Book Committee, representing a cross-section of teachers, parents, and librarians. The titles are arranged in age and interest groupings, with a brief description of each book. The pamphlet list is available at 25 cents per copy, at the headquarters of the Association, 132 East 74th Street, New York City 21. Most of the books listed are on exhibit at the Child Study Association.

## NEW HORIZONS FOR

## Church Camping

### LEADER'S MANUAL

Don't neglect the aspects of Christian character building in your camping plans. These texts are especially prepared to include a complete and healthful program accenting Christian devotion and fellowship.

**ADVENTURERS ON THE WAY.** (Junior high camps—ages 12 to 14). By Clarence Gilbert. Plans for fourteen days of junior high adventure camping. Includes helps in Bible study, worship, outdoor living, recreation and crafts ..... \$1.25

**OUTDOORS WITH GOD.** (Junior camps—ages 9 to 11) ..... \$1.25

**FELLOWSHIP WITH CHRIST.** (Senior high camp assemblies) ..... \$1.25

### ADMINISTRATIVE AIDS

Busy camp leaders will welcome these record-keeping leaflets. Each one is a 4-page folder, 4" x 9"; made for a specific job.

Per dozen 40¢; Per 100, \$2.50.

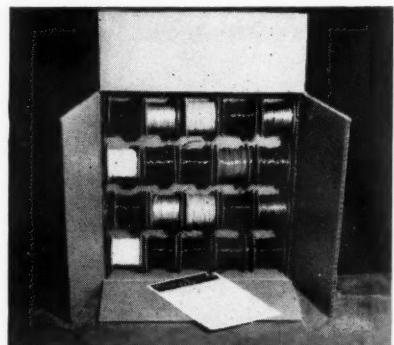
- **LET'S GET ACQUAINTED.** Introduces the camper to the leader.
- **TOWARDS CHRISTIAN CAMPING.** For counselor's background and skills.
- **TOWARDS BETTER HEALTH.** In-camp and pre-camp health record.
- **THE CHURCH GOES CAMPING.** For the camper's religious background.

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As a special service to camps, Craft Service provides the cabinet dispenser pictured above. As received, it can be tacked on the wall or stood up on a table for easy unwinding of Boondoggle lace. Each cabinet contains 12 (100 yd.) spools in our standard assortment of colors. If desired, you may specify colors. Free instruction booklet with each cabinet.

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# With the Sections

• NEW YORK SECTION's annual convention, held March 22 through 25 at New York City's Hotel Statler, centered around the theme, "A broadening of horizons through Camping Advantages."

Under the general chairmanship of Howard Lillenthal of Camp Winnebago, Herman Baar of Camp Wenonah, Max Oppenheimer of Surprise Lake Camp, and Mrs. E. Travostino, Section Executive Secretary, the program featured 84 very interesting exhibits, and such well-known speakers as radio commentator Raymond Walsh; Philip Willkie of the Indiana State Legislature; Dr. A. J. Steigman of the National Foundation for Infantile Paralysis; Lillian Smith, nationally known author; Frank Kelly, national editor of the New York Herald Tribune; Robert Saudek of the American Broadcasting Company and many others.

Committee chairmen were as follows: Program, Mrs. Ruth Gottdiener of Camp Ranger, Allen Cramer of Camp Poynelle; Registration, Major Katherine O. Muller of the Salvation Army; Hospitality, Harriet Wolfe of Camp Wildwood; Entertainment, Mrs. E. A. Sinn of Camp Severance; Recording, Mrs. Helen Herz Cohen of Camp Walden; Exhibits, James Moore of Camp Beechwood and Murray Wunderlich of Camp Rockaway; Budget and Finance, John Dreason of the Children's Aid Society; Publicity and Promotion, Beatrice Cowan of the YWCA's Camp Robin Hood; Educational Exhibits, Jean Brown of Vega Camps; and for Lunches, Josephine Chrenko of *Parent's Magazine*.

Opening with registration at 6 p.m. Wednesday evening, and extending until the closing luncheon at 1 p.m. on Saturday, the Convention was hailed a most successful affair by ACAers, guests, and exhibitors alike.

The New York Section also conducted a camp counselor course opening Wednesday evening, April 19 at the Brooklyn YMCA, 30 Third Avenue, Brooklyn, with other sessions April 21, 26 and 28, May 3 and 5, with a workshop outdoor session on Saturday, May 6. The sessions were under direction of Miss Emily Welch, ACA National Publications Committee chairman, and Ray Hruschka of the New York City Herald Tribune's Fresh Air Fund.

## MAKE YOUR OWN MOCCASINS THIS SUMMER

*It's Simple! It's Fun!*

**MOCCA-SEAMS** The Moccasin Shoe. (illus.) Good looking, ready for rough wear, composition soles and all leather pieces supplied. Every hole punched. Bright color lacings. NO NEEDLES NEEDED. Complete instructions and diagrams.

COLORS: Red, Brown, Green and White. Sizes: Misses — 12, 13, 1, 2, 3. Ladies — 4, 5, 6, 7, 8. Price Each ..... \$2.75

Twelve or more ..... \$2.65

"RED INDIAN" MOCCASINS — Good, genuine leather with composition soles punched for lacing. Complete with lacing, pattern and instructions ..... \$3.25

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All Inclusive Tuition \$47.50

For complete details write to C. A. Roys, 60 Ordway Road, Wellesley Hills 82, Massachusetts

Instruction Ratings are not given students under nineteen years of age.

This school was established in 1927 under the sponsorship of the Camp Directors Association to improve the standard of instruction. The rating has proven a valuable guide to directors when selecting instructors.

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Contains all parts for twelve 7" TOTEM POLES. Wood, nails for assembly, instruction & design sheet, coloring guide. \$2.95 Pkg.

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• NEW JERSEY SECTION will sponsor an in-camp Institute May 20-21 at Camp Nokomis, near Peekskill, N. Y. Catherine T. Hammett will be program coordinator. Attendance is open to all camp directors living in New Jersey, and members of their staffs; registration including meals and lodging, is \$5.00 each. To register contact Mrs. Kay Schlichting, 639 Belvedere Ave., Plainfield, N. J.

• PENNSYLVANIA Camping Association announces the use of department store window displays, radio spot announcements, newspaper articles, and a proclamation by Philadelphia's Mayor to promote 1950 Camping Week.

A Schoolmen's Week meeting, sponsored by PCA, was held on Thursday, April 20, and the Spring Institute and leadership training program is now being planned, for the weekend of May 20 and 21 at the Breyer Scout Training Area. A fee of \$2.00 will be charged. Those wishing to attend the institute should either contact their own camp director or write directly to Mrs. Mary W. Conklin, Beaver College, Jenkintown, Pa. to pledge attendance.

Camps needing nurses are advised that the Pennsylvania State Nurses' Association has a counseling and placement service, with a special counselor on full-time duty in Philadelphia. Contact Miss Jessie M. Scott, Pennsylvania State Nurses' Assoc., Land Title Bldg., Rm. 830, Broad and Chestnut Streets, Philadelphia 10. Phone number is RI 6-1544.

• ST. LOUIS SECTION's treasurer, Mr. Leslie Lyons, has come up with an analysis of membership in his section reported up to February 20, 1950, which past president Max Lorber calls "very revealing."

Of a total of 243 members, five are Sustaining, 18 are Camp, and nine Executive. As a result of this sizeable number of high-level memberships, the average dues paid by St. Louis members is nearly 75 cents each higher than the average of all ACA members throughout the country.

Such an analysis by each section, Mr. Lorber said, "would give each section some idea in determining their balance in membership. It enables any section to compare, in a simple way, the quality of its members, structure and balance with that of any other section and the over-all ACA membership."

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Use handy coupon below to obtain additional FREE information

A Photographic "Package Plan," including the Alston Album for Campers with ten 5 x 7 inch camp photographs of your selection, a choice of either three 5 x 7 inch photographs or two 8 x 10 prints personally selected by each camper, and six photographic postcards showing campers' activities, is offered in literature and samples available to camp directors from Alston Studios, Inc., Drawer A, Hingham, Mass. (A86)

A Handicraft Catalog, designated No. 50, and listing many types of materials available for handicraft work, is available from O-P Craft Co., Inc., 425 Warren Ave., Sandusky, Ohio. Included in the illustrated catalog are a wide variety of articles, including wood crafts, paints, stenciling, block printing, finishes and other materials. (A87)

Standard Steel Piers, for lakefront and water facilities, are described in an illustrated leaflet, offered by Steel Products Mfg. Co., 2836 So. 16th St., Milwaukee, Wis. The piers are described as "slip-proof, cool and permanent" and capable of weathering "any kind of storm your lake can swell up." A number of accessories also are described, such as diving boards, ladders, life-guard towers, benches, guard rails, etc. (A88)

An Educational Films Catalog published

by Ideal Pictures Corp., containing over 2,200 educational film titles, and specially designed to facilitate selection and ordering, may be had upon request of the company's home office, 65 So. Water St., Chicago 1, Ill. (A89)

Improvements in athletic balls, including winding with a specially processed nylon for added durability, are described in literature available from The Seamless Rubber Co., New Haven 3, Conn. Other improvements, such as a "Kolite" cover and a "Kantleek" butyl bladder for inflated balls, are included. (A90)

Specially packaged Nabisco Shredded Wheat and 100% Bran for those buying food in quantity are described in an illustrated color pamphlet available from the National Biscuit Co., 449 W. 14th St., New York City. Numerous other products of the company, available in bulk packages, also are covered. (A91)

A Single-Barrel Shotgun, called the H & R "Topper," Model 48, is described in an illustrated folder No. 49-4 published by Harrington & Richardson Arms Co., 320 Park Ave., Worcester 2, Mass. Other "Plainsman" and "Pioneer" models, with descriptions and specifications, are included. (A92)

"Death to DDT Resistant Flies," a new



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- Easy To Use — Even your most inexperienced campers will adapt themselves to it easily.
- Safer Than An Axe — The dangers of using an axe are completely eliminated.
- Easy To Carry — Folds into convenient, compact unit that can be easily clipped on the belt or packed in a knapsack.

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The 20" "CAM-PET" for trip camping  
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Economy 50-oz. Camp-size

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No. 10 tins (2 lbs. net)

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Half Gallons

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CAMPING MAGAZINE  
705 Park Avenue Plainfield, N. J.

booklet by Camp Chemical, Inc., 1560 Sixty Second St., Brooklyn, N. Y., and said to describe the latest and newest developments in this field, is being offered and should be requested as Booklet "E." (A93)

"Photography in Camp," a handbook and guide for the use of camp counselors in teaching fundamentals of photography, is available from Eastman Kodak Co., Rochester, N. Y. The plan is by projects, for indoor or outdoor work; is non-technical and does not require an experienced counselor. (A94)

An Electric Meat Chopper, described as a sensational value by its manufacturer, General Slicing Machine Co., Inc., Walden, N. Y., is described in an illustrated, two-color leaflet. It is reported to be one of the lowest-priced machines of its kind on the market, and as fitting into the camp market exceptionally well. (A96)

"Handbook of Designs," by Gordon de Lemos, a handcraft book distributed by the American Crayon Company, Sandusky, Ohio, is available either in a soft-cover edition at \$2.50 or the deluxe at \$4.00, retail. A 25 percent discount is allowed for five or more copies per order. The book is described as "an invaluable help" to counselors or for a group-leaders training program. (A97)

Information on "Kit-Craft" Boats — a build-your-own feature with step-by-step photo plans for complete assembly from a prepared kit — is offered in an attractive, carefully illustrated pamphlet put out by Roberts Industries, Inc., Marine Division, Durham, Conn. The illustrations and accompanying directions give each step toward building sturdy skiffs of 10, 12 or 14 feet. (A98)

A 25-page pottery catalog and price list, giving information on a full line of pottery supplies and equipment, kilns, clays and glazes is available free of charge from Bell Ceramics, Inc., 21 Midland Ave., Montclair, N. J. It is listed as "developed especially for hobbyists, studios, schools and camps." (A99)

Tri-Chem Colors, for handpainting without a brush, are described in an illustrated leaflet available from the Tri-Chem Corp., 86 Second Ave., Kearny, N. J. According to the leaflet, the paints come in brilliant, washable colors that flow directly from the tube with a ball-point tip, drying and setting immediately. Many uses are illustrated, with full descriptions and directions. (B1)

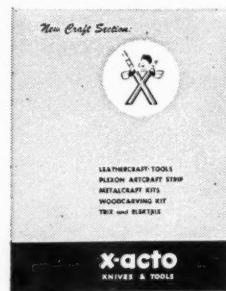
An improved Lazy-Susan table for camp use, developed by Max J. Lorber of Camp Nebagamon, is available from the Camp Table Co., Room 613, 705 Chestnut, St. Louis 1, Mo. For further information on this versatile table, said to prevent tipping, eliminate food passing, and end wasted corners, write the company. (B2)

A Catalog of Handcraft Materials, newly published for 1950 is available to camp directors and crafts counselors from Magnus Brush and Craft Materials, 108 Franklin St., New York 13, N. Y. Profusely illustrated, it lists all types of craft materials, with a very wide selection and a complete index. (B3)

A Display Service for camp directors and craft personnel, designed to create new enthusiasm and introduce new ideas, is described in a catalog folder which can be had on request from Boin Arts and Crafts Co., 10 De Hart St., Morristown, N. J. A limited quantity of completed projects for exhibit is available to camps for short periods. (B4)



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*Children love  
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159 E. 28th St., New York 16, N. Y.

## Books

**CAMP COUNSELING**, by A. Viola Mitchell and Ida B. Crawford. Published by W. B. Saunders Co., Philadelphia, 1950. Reviewed by Donald F. Bridge- man, Instructor in Camping, Spring- field, Mass., College.

Camp directors, and college instructors who are responsible for teaching counselor-training courses, recognize the need for a text to supplement discussion or laboratory experiences. A text developed to satisfy this need would meet several basic content requirements.

"Camp Counseling" has been written to meet and satisfy the needs described. The material has been carefully treated and fully documented. Humorous sketches and appropriate quotations make the text light and interesting to read.

Included are:

(1) A brief history of the organized camping movement to acquaint the young counselor with the stages of natural development.

(2) Fundamental principles of education that make apparent the steps in the learning process of campers.

(3) A discussion of child psychology to promote understanding rather than prescription.

(4) Program tools — a bag of old and new tricks in each of the program areas.

(5) Specialized treatment of camp-craft and its relationship to the natural camping environment.

(6) An extensive bibliography for each topic.

**CAMPING WITH PURPOSE** by Marie Laferty Cortell. Published by Woman's Press, New York City, 1950. 171 pages, \$3.00. Reviewed by Sue Ham-

## MOVIES

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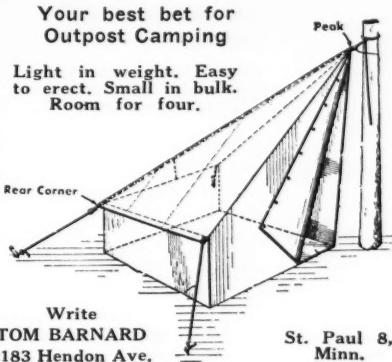
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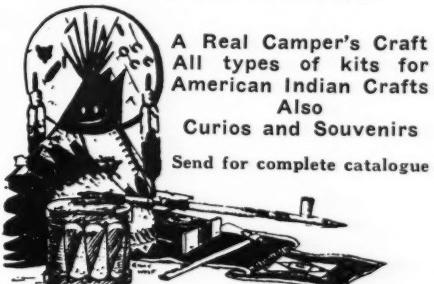
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"Camping with Purpose" is a suitable name for this readable and concisely written book. Mrs. Cortell shows the inter-relationship between good camping philosophy and camp administration, the selection and placement of staff, meeting the needs and interests of campers and program in camp. It also contains valuable information for camp directors and committee members on business management, camp facilities, health and safety, job descriptions for staff, staff training and individual records for campers.

Everyone interested in serving the individual camper better should read the chapter on "The Camp Program." The other chapters, too, all contain interesting and helpful information. They are: The Long View, The Organization Camp, Staff is the Key to Success, and Camp is for the Camper. The book also contains a several-page bibliography of books, pamphlets, and other similar material on organized camping.

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ing experience. At present she is director of Summit Lake camp, operated by the New York City YWCA for young employed women, and camp consultant for the Federation of Protestant Welfare Agencies in New York City.

"Camping with Purpose" is a book you will want to add to your camp library.

**GOING TO CAMP — A GUIDE TO GOOD CAMPING,** by Helen L. Beck, illustrated by Max Barsis. Published by Stephen Daye Press, New York City, 1950. \$1.95. Reviewed by Charles F. Weekwerth, Director of Recreation and Camping, Springfield (Mass.) College.

It is about time that we all started really to accomplish some inroads on pre-camp training for the camper. Many camps attend to pre-camp counselor training procedures, but far too few have interested themselves in preparing the new and regular camper for camp.

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The book appears to this reviewer to be a worthwhile guide which can be used by camp directors in their pre-camp and in-camp counselor training courses. Little, if anything, has been overlooked for guiding the new camper.

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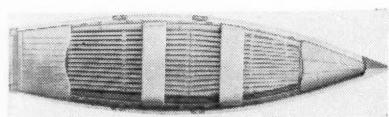
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